OBSTACLES TO THE APPLICATION OF QUALITY AND RELIABILITY INDICATORS IN EDUCATION COLLEGES AND THE REQUIREMENTS FOR THEIR ACHIEVEMENT

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Abstract

The objective of the current research is to detect obstacles to the application of indicators of total quality and reliability in the faculties of education and the requirements for their achievement. The research has raised several questions to achieve its goal after identifying its problem:

What are the concept, philosophy, and requirements of quality and reliability indicators? What is the relationship between the concepts and standards of comprehensive quality and reliability?

What are the quality and accreditation indicators and their requirements in the College of Education? What are the obstacles to applying quality and accreditation standards indicators in the College of Education?

These questions have been answered and quality and reliability indicators have been clarified, which are concepts of quality management and assurance. This philosophical and scientific field, which emerged from economic philosophies and their applications in the field of companies, has been transformed in the past century into the field of education institutions in developed, developing, and poor countries of the world to improve the quality of educational outputs. All our Arab countries have entered this field, including Iraq, and the nature of the educational, professional, and scientific researcher's specialization in the College of Education is the desire to address this topic, especially since the Colleges of Education are one of the important institutions in higher education, due to the specialized educational and academic role they play for the scientific and humanitarian branches they include and the educational goals, as well as its responsibility and mission in the comprehensive development of the learner in the various aspects of his personality. Given this importance, many Arab and foreign studies have found that each university and college has its specificity, mission, and purpose to differentiate environments from one society to another in its educational and pedagogical policy. The concepts of total quality, its indicators, and reliability were defined, and then its philosophy, goals, requirements, and the relationship of quality indicators to reliability were discussed. The quality indicators then set out the quality and accreditation requirements, which amounted to eleven axes for colleges of education, which were approved by quality assurance and accreditation in the Ministry of Higher Education in Iraq. (Ministry of Higher Education and Scientific Research 2012, 40 p.)

Keywords: quality, the requirements for their achievement, Research submitted

Introduction

By adopting a comprehensive quality assurance to achieve accreditation in higher education institutions, the colleges aspire "to raise and review the quality of their programs for international academic reliability and raising the level of university education by knowing the foundations, regulations and standards relating to the quality of university education, familiarizing itself with the experiences of Arab and international universities in this field, and coming up with the necessary recommendations and proposals so that their programs are in line with those of the most prestigious international universities and organizations that possess the right to give accreditation." The concept of total quality became a slogan in the last decade of the twentieth century after it was commonly used as a management philosophy in factories and educational institutions. There is no doubt that higher education institutions, including universities and research centers, are in their function productive institutions through the scientific, cognitive, informational, and skills background of the learner so that the learner becomes a future labor market. The requirements of this market must be taken into account when preparing it (Al-Assaf and Al-Sarayrah: 2011, p. 590). Colleges of education represent one of the important institutions in higher education, due to their specialized educational and academic role in the scientific and humanitarian branches they contain and educational goals, as well as their responsibility and mission in the comprehensive development of the learner in the various aspects of his personality. Accordingly, colleges of education have doubled their responsibilities in preparing teachers who possess the ability and effectiveness necessary to perform their scientific and educational tasks. This requires familiarizing them with the objectives, mission, and vision of the faculty with all elements of the educational process, as well as its basic functions in scientific research, community service, teaching, skills, and performance skills to create quality educational outputs from students who are aware of what they are required to do in the field of their profession. Therefore, we should pay attention to improving the learning and teaching processes by developing colleges of education and achieving comprehensive quality to keep pace with the information revolution and the most sophisticated techniques and enhance their administrative and scientific realities. The standards and indicators of quality and accreditation in colleges of education in Iraqi universities were represented by eleven axes that addressed various aspects of the educational process, the surrounding factors and capabilities, and the requirements necessary to achieve them. They were formulated by scientific, educational, technical, and leadership committees that assumed responsibility, and during the initiation of work to implement them. During the initiation of the application, several obstacles emerged that the current research is trying to address.

The research problem

The research problem is evident in identifying the standards of comprehensive quality and academic accreditation in colleges of education and university education, because university education, with its scientific status, contributes to laying the foundations for the future of promising generations, and contributes to the development of society by overcoming the problems it faces. Since the university is located in a changing social milieu, it faces continuous internal and

external changes, which affect its practice. This influence may have raised concerns and questions among researchers in various specializations who aspire to a future that keeps pace with the surrounding social and developmental developments and the renewed tasks they require, about the quality of the college's programs, methods of performance, and the qualitative quality of professors, libraries, laboratories, and other support services, which constitutes an effective educational environment that contributes to achieving its goals. Due to the high demand for colleges of education in Iraq, the number of students enrolled in the college has increased which led to questions being raised about teaching methods, university textbooks, student services, the qualitative quality of faculty members, the effectiveness of academic guidance in the college, the qualitative future of graduates, and the skills required in the labor market for graduates, because overcrowding in classrooms leads to an imbalance in the student-teacher ratio, and ultimately leads to a low level of education and the academic competence of students. It may cause many problems if quality is a requirement in all professions, services, and products. The need is most urgent in the educational process as it is the mother of all professions, and it must be taken into account with the developments that the world is witnessing in its various fields, especially since colleges of education are the basic building block for providing society with its educational leaders, as they are the basis for all professions because their outputs deal with students in the intermediate and preparatory stages. These students branch out into different specializations by being accepted into colleges that prepare them for different professions (Al-Ajrash: 2011, p. 21).

Today, our society's academic and research higher education institutions face significant challenges as a result of globalization and educational openness. "Higher education is the basis for the advancement and development of societies," and that the quality of higher education's performance "determines the characteristics of the future and our position in the world's scientific map, which requires diligence through its relevant institutions - to advance and develop, to apply the concepts of comprehensive quality management to ensure the quality of academic outputs and scientific research and to make the effort required to improve the quality of higher education, and the ability of our universities to acquire the characteristics of renewal and contemporary innovations that have become the requirements of the new era, the age of informatics and cognitive openness ", and to develop an integrated understanding of the quality of university performance, highlighting the mechanisms of improvement, in addition to paying attention to developing the requirements for quality accreditation, and overcoming the challenges of applying the concepts of comprehensive quality management at our university. Besides, transferring Arab and foreign expertise and experiences to benefit from them in our educational institutions, despite the awareness of the necessity and inevitability of implementing the quality assurance system in higher education. Its implementation will certainly encounter several obstacles, including those related to its leadership and management, and others related to various resistances, both individual and collective. The most important thing is to recognize its severity and relative importance to reduce its impact as an obstacle to the change project. Therefore, it is necessary to control and determine the factors for the success of implementing the quality assurance project in higher education institutions. Education in general and higher education in particular are among the most important

pillars of the knowledge economy and society. Higher education institutions contribute a fundamental role in maximizing the knowledge capacity of society in research, use, and application by exercising their functions of teaching (dissemination of knowledge) and research. However, the success of these institutions, in scientific preparation (production of knowledge), and community service (application of knowledge) is the human capital qualified to produce, develop its creative capabilities, and raise its level of qualification to meet the various needs of society for sustainable development, in all its social, human, economic and cultural fields. It requires the need to pay attention to the issue of ensuring the quality of higher education, especially the success in applying it constitutes the basic building block for applying the comprehensive quality management approach and achieving global accreditation, such as recognition of certificates (Al-Chalabi: 2010, p. 98) or work permits and vacations.

The necessity and justifications for comprehensive quality in higher education are highlighted in that comprehensive quality management can help educational departments and institutions bring about the process of change and modernization in the educational system. Many researchers have indicated that competition between universities will increase in the coming years and that it can limit the challenges facing universities represented by: the lack of competitiveness in global markets for graduates of national universities, and the deterioration of productivity. There are many fields for graduates of national universities, with increasing unemployment among graduates from national universities. The supply of university graduates exceeds the demand for them (Al-Khatib, 2007: p. 28). Applying international standard specifications and working to obtain a certificate of conformity are among the most important steps in implementing comprehensive quality management by emphasizing continuous improvements in accordance with the quality guide that was implemented by Iraqi universities to obtain a certificate of quality and reliability and achieve its conditions (Ministry of Higher Education and Scientific Research, 2008, p. 1).

This was confirmed by Al-Fatlawi's study (2006), which showed that the application of TOM in the college contributed to achieving the comprehensive quality of the desired goals and creating the appropriate environment by achieving comprehensive quality on the inputs provided by the students. This is what Iraqi universities seek to achieve, especially colleges of education, which necessitated the desire of researchers to research the possibility of applying quality standards, their indicators, reliability, and knowing and revealing the conditions and factors that are an obstacle to their application and the impact of this on the entire educational process. Including the study (Aloush: 2009), which indicated the possibility of applying total quality management to a moderate degree, as well as the same results in the study (Faris, 2009). The study (Al-Jubouri, 2014) showed the need for university employees in the Human Resources Department for a training model to develop them in light of quality indicators and standards and to shift from traditional patterns of management to more advanced methods. The study (Al-Kinani 2005), identified the requirements for comprehensive quality management in the two colleges of education, Ibn Rushd and Ibn al-Haytham, at the University of Baghdad, and found varying differences between the colleges in the type and number of requirements. The researcher justified this result because of the different and varied specializations.

Research limits and methodology

The methodology of the current research is determined by the descriptive, survey, and analytical approach to extrapolate the prevailing educational trends at different times to draw up educational policies and the future of education or develop plans and programs to advance the education process, after analyzing the literature and basic documents (Al-Zubaie and Al-Ghanam 1981: pp. 77-78). Given that the current research represents the theoretical proposal based on a survey and analysis of literature and sources in the field of quality and accreditation management and its related philosophy in the educational system (faculties of education). Also, analyzing, reviewing, and interpreting sources related to written educational literature to answer questions. The research goes beyond collecting data and describing phenomena to analyzing and deriving significant conclusions regarding the problem addressed by the research. It is one of the most appropriate scientific methods for this type of study.

Thus, the methodology of the current research and its limitations are achieved by clarifying the following research questions:

1. What are the concept, philosophy, and requirements of quality and reliability indicators?
2. What is the relationship between the concepts and standards of comprehensive quality and reliability?
3. What are the quality and accreditation indicators and their requirements in the College of Education?
4. What are the obstacles to applying quality and accreditation standards indicators in the College of Education?

What are the concept, philosophy, and requirements of quality and reliability indicators?
First: concepts definition

1. **Obstacles:** Any challenge and forms that constitute an obstacle will hinder or limit the implementation of the quality assurance system in the faculties of education, whether it relates to the leadership aspect at the level of the ministry, university, college, administrative and organizational aspects at the institutional level or the behavioral aspect of the parties involved in the application of the quality assurance system and the resistance to the application of the system.

2. Quality is the degree of fulfillment of the requirements expected by the customer (the beneficiary of the service), or those agreed upon with him (Al-Tamimi: 2011, p. 5 1)

3. **Comprehensive Quality** is defined by the International Organization for Standardization (ISO) as "the integration of features and characteristics of a product or service in a way that enables it to meet specific needs and requirements" (Al-Tamimi: 2011, p. 5, 1). It is a set of principles, policies, and distinct organizational structures using all available material and human resources to improve performance and services provided (Al-Zawawi: 2003, p. 23).

4. Indicator: A quantitative or qualitative factor or variable that provides a simple, reliable means of measuring achievement or detecting changes associated with development

intervention or to help estimate the performance of a development intervention (Ministry of Higher Education and Scientific Research Iraq, 2008, Platt, p. 8).

5. Quantitative indicators: data and information presented in the form of numbers and statistics, which is a way to investigate phenomena using standards (Ministry of Higher Education and Scientific Research: 2008, p. 8).

6. Quality assurance system: It is a set of mechanisms that are used regularly at the institution or program level to ensure that it adheres to the minimum level of commitment. This allows it to respond to the legitimate demands of its customers by providing services that meet their needs and expectations.

7. Academic Accreditation: Standard Accreditation: Defined by (Al-Chalabi: 2004, p. 24) the official recognition of the educational institution's eligibility to perform its tasks, that it has met the required conditions and standards, and has become able to achieve its goals with the necessary qualitative quality in all its specialized academic programs, and that it can continue to grow and develop. Thomas & Billing (2000) indicated that the concept of academic accreditation is: the recognition that a specific educational program, or educational institution, has reached a specific standard level. Hayaka defines it as: "A process that begins with a self-evaluation of the institution as a whole, or in part of its parts, and matching this evaluation with an external evaluation carried out by external committees staffed by specialists. This process is carried out in light of objective criteria." Hayaka (2004, p. 54).

In the current research, accreditation is defined as the process of ascertaining the availability of indicators in the aspects of the educational process, starting with the message, objectives, material and technical capabilities, passing through the classroom and extracurricular process, and community participation, and ending with the educational outcomes and the extent of conformity of these standards with the quality standards set by the Ministry of Higher Education and Scientific Research. As for the indicators of the concept of quality and academic accreditation in the College of Education / University of Baghdad. It is the set of international standards and works to obtain the certificate of conformity from the most important steps of applying comprehensive quality management by emphasizing the continuous improvements in accordance with the quality manual applied by Iraqi universities to obtain the certificate of quality and accreditation and achieve its requirements. Many researchers believe that there are three types of accreditation: institutional, program, and specialized accreditation. (Ministry of Higher Education and Scientific Research, 2008, p. 1). The researcher is defined as the necessary criteria to determine the admissibility of a faculty member in university education to improve the results of his academic performance, his effectiveness, and his ability to keep up with the performance of universities that adopt quality and accreditation standards.

Second: (a) What are the philosophy, indicators of quality, and academic accreditation and its goals in the higher education institution?

The philosophy of standards and indicators of quality and reliability is based on the assessment of the scientific institutional activity directed towards the promotion and upgrading of the content of educational institutions and study programs. It is an effective and influential tool for ensuring the quality, output, and development of the educational process, it is a statement of the expected level established or recognized by a responsible body on the degree of a particular target to be reached and achieving a desired level of quality or excellence. Today, interest in quality and its indicators to achieve reliability is attributed as a philosophy, thought, and application to the American scientist (William Edward Deming), who led the Total Quality Management movement in Japan and developed a set of ideas revolving around the idea of integration in the organization as a whole to find adequacy in its final product (Al-Tamimi: 2011, p. 1) and (Deming) realized that employees are the ones who control the production process, and he created what is called the Deming Circle of Quality (Plan, Execute, Understand, Act). Deming's principles are the main drivers of comprehensive quality management, the basis of which is the adoption of an integrated work system whose efficiency is raised so that the product or service becomes a result of the quality used in the work. As for accreditation in education, as indicated by David, Harold, and David Ringette (2000, Harold & David), it is an incentive to improve the educational process, the so-called circle of accreditation, which is to confirm and encourage the educational institution to acquire a distinctive personality and identity, a system of basic standards that "guarantees an agreed-upon level of quality, and not an obliteration of its own identity. Accreditation is not only concerned with the final product of the educational process but is equally concerned with all aspects and components of the educational institution (Al-Zawawi: 2003, p. 45).

Second (b): Objectives of accreditation
Establishing precise and practical standards for academic accreditation in designing teaching curricula and means of improving the material, social scientific, and research conditions for university professors, researching in developing and activating the relationship among universities and community service, as well as developing teaching methods and strengthening their relationship with technology, and research into finding multiple alternatives to generate university revenues must include the goals of the philosophy of academic accreditation, its institutions, fields, and systems, including the following goals:

1. Ensure that the institution achieves the minimum standards.
2. Helping new students enroll in higher education institutions that offer acceptable programs.
3. Assisting higher education institutions in determining acceptable hours when students move from higher education institutions due to emergency external and internal pressures.
4. Developing self-improvement goals for weak higher education institutions and encouraging higher standards.
5. Involving all faculty members and staff in institutional planning and evaluation.
6. Setting standards for professional licenses to advance the contents of these specializations.
7. Providing a source (within a set of sources) for judging the importance of government aid (Majeed, 2008, p. 88.).

Second (c): requirements for obtaining accreditation standards

The standard in accreditation is a statement of the expected level set by a responsible and recognized body regarding a certain degree and objectives that are managed to achieve a desired level of quality or excellence. (Abdul Karim: 2005: p. 221). By reviewing the literature on the field of quality and its indicators as one of the accreditation programs, the accreditation standards are of two types: (general and specific): general: relating to the institution's performance comprehensively, and specific: relating to academic subjects, faculty members, and students. Public and private accreditation standards aim to ensure a level of quality that reflects the quantitative control indicators contained therein (The number of hours for each field of study, the number of faculty members for each field of specialization, the number of book titles for each subject... etc.) without providing a framework for the process of continuous improvement. Therefore, the accreditation process can be an opportunity for evaluation and development for universities to achieve demands, conditions, and numbers (Abu Al-Rub et al. (Al-Thaqafi: 2009, p. 92). To achieve these goals, there are requirements to obtain academic accreditation, the most important of which are:

1. The educational institution sets objectives that are appropriate to the needs of the society in which it works to be suitable for academic accreditation.
2. It has a Board of Trustees that acts as an independent tool for formulating public policies, and its members include representatives of public interests and leaders of educational institutions.
3. It has a dean or CEO who is responsible for the educational institution and has a sufficient number of employees and administrators to manage the affairs of the institution.
4. Admission policies shall be tailored to the stated objectives according to each specialization and the level of certificates awarded to students.
5. The evaluation curricula and methods used in academic accreditation must be modern.
6. The capabilities must be available to ensure that the goals of academic accreditation can be achieved.
7. The evaluation criteria must be known and approved by those concerned with accreditation.
8. There should be a sufficient number of experienced teaching staff in the institution. (Majid: 2008, 98 pages).

2. What is the relationship between the concepts and standards of comprehensive quality and reliability?

Accreditation requires first achieving comprehensive quality requirements, that is, strategic planning to adopt a comprehensive quality system, then applying the requirements of this system and working to improve and develop it continuously until achieving accreditation. The idea of accreditation is also closely linked to the principles of quality management that appear to overlap in its content and output (Abdul Karim: 2005, p. 218). The concept of accreditation overlaps a lot with other concepts and terms, such as the concept of quality assurance, quality control, academic review, accountability, external evaluation, and recognition. This does not mean that one is a substitute for the other from a scientific standpoint. Each term has its components and procedures,

and they all aim to develop the educational institution and its system because they all share the following elements:

a. Adopting control and quality assurance standards that are used for evaluation purposes.
b. Applying these standards to an educational program or educational institution.
c. Developing and improving programs or the institution, in light of the evaluation results. (Al-Thaqafi: 2009, p. 97).

Through reviewing Arab and foreign studies, we found that each learning system has goals, requirements, and conditions according to which the quality and reliability system was determined, which requires providing the following requirements:

a. Reconsidering the university's mission, goals, objectives, and strategies.
b. Reviewing the standards and procedures used to evaluate and identify students' needs, i.e. the programs and specializations that the university deems necessary to meet students' needs and satisfy their current and future desires.
c. Reconsidering how to employ and invest faculty members efficiently and effectively.
d. Restructuring and organizing in a manner consistent with the reality of the school curricula.
e. Reviewing the content of curricula and identifying their compatibility with market requirements and meeting the needs of society.
f. Developing teaching methods and evaluation means, which leads to the continuous development of capabilities and skills, and this necessarily leads to achieving a high value for the work carried out by universities (Al-Thaqafi: 2009, p. 98)

Requirements for achieving total quality management

1. Supporting senior management for the total quality management system.
2. Establishing a culture of comprehensive quality among all individuals as one of the main steps to adopting total quality management.
3. Developing human resources among teachers or academic supervisors, developing and updating curricula, and adopting sophisticated methods of evaluation while modernizing organizational structures to bring about the required educational renewal.
4. Participation of all employees in efforts to improve performance.
5. Continuing education and training for all individuals.
6. Identify the needs of internal beneficiaries: students, workers, and outsiders who are elements of the community, subject to performance and quality standards.
7. The educational institution is actively involved in the exercise of performance self-evaluation.
8. Develop an information system to collect facts to make sound decisions about any problem.
9. Delegation of authority is a content of collective and cooperative work away from centralization in decision-making.
10. Real participation of all those concerned with the institution in formulating the plans and objectives necessary for the quality of the institution's work (Aqili: 2001, p. 58)

3. What are the indicators of quality and accreditation and their requirements in the College of Education?

The College of Education is one of the institutions of higher education and scientific research in Iraq. It has a guide that includes indicators of quality and accreditation, just like all colleges in Iraqi universities, and it is derived from the guide of Arab universities, the Arab Organization for Quality Assurance in Education, which was issued in (2012) to obtain a certificate of quality and accreditation after applying the approved specifications and fulfilling its conditions, which includes the following topics:

The first topic: The college's goals, mission, and vision for scientific and academic specializations, including educational and psychological specializations, and the existence of an institutional vision and mission to possess sources, resources, and appropriate focal structures to achieve the mission and educational goals, a system for documenting students' work related to educational goals, and evidence that the institution achieves its goals with guarantees that confirm the institution's ability to continue. Achieving this goal requires several requirements:

1. Defining the vision, mission, and strategic goals of the college, placing them in the college guide, and distributing them to all college departments.
2. The mission is available to achieve the institution's goals in all its academic programs as a higher education institution, and it must have pedagogical and educational goals consistent with its mission.
3. Possessing the appropriate sources and resources (scientific, cognitive, technical, financial, and administrative) to achieve the educational mission and objectives and demonstrating its ability to continue achieving its mission and objectives. This requires the following:
   1. Establishment of an electronic database and information for the College's human and material resources to benefit from in the formulation of policies and improvement plans.
   2. Working with the Deanship of the College and all branches, units, and administrative divisions to prepare the College to obtain accreditation.
   3. Adopting approved academic standards for the study programs offered by the college and taking measures to ensure their achievement.
   4. Communicate and interact with all parties concerned with issues of evaluating performance and quality assurance through the Deanship of the College and the Department of Quality Assurance and University Performance at the University of Baghdad.
   5. Following up on the college's quarterly activities, including the faculty's participation in exhibitions, conferences, cultural festivals, seminars, and courses, and send these activities to the University and publish them on the College and University website.
   6. Participation in seminars, conferences, and courses related to evaluating university performance.

7. Circulating the evaluation files received from the Ministry of Higher Education and Scientific Research, which include (The institutional performance evaluation file, the senior leadership performance evaluation file, the faculty members' performance evaluation file, the employees' performance evaluation file, the self-evaluation file... etc.) and follow-up to ensure obtaining accurate information regarding them.

8. Ensuring the creation of a culture of exchanging scientific expertise among the college's branches, in addition to establishing a cooperative relationship with the corresponding colleges through conferences, festivals, seminars, and exhibitions.

9. Preparing the college's performance quality file annually (the college's institutional performance).

10. Completing analytical studies related to all scientific and administrative aspects of the college, developing continuous improvement plans regularly, and following up on their implementation by placing a follow-up on the Scientific Researcher website (Google Scholar) for faculty members, and urging them to activate this website.

The second topic: Leadership and administrative organization

The most prominent requirements are:

1. Legal commitment to comprehensive quality by management.
2. An atmosphere of good human relations among students, faculty members, department administration, and college administration.
3. Selecting administrative leaders and training them according to standard criteria in accordance with the need and specialization.
4. The college's financial capabilities: This includes buildings, lighting, ventilation, seating, sound, libraries, laboratories, workshops, and financing, and it includes the quality of the financial capabilities.
5. The flexibility and efficiency of available buildings in accommodating students under standard modules for each student's need for space in the lecture hall, laboratory, library, and other service facility units.
6. Availability of specialized sources such as books and magazines, including the researchers in the previous chapter.
7. The size of the financial accreditation is commensurate with the comprehensive quality policy. Good funding helps the college perform its basic tasks without faltering and reduces its problems (Alimat: 2004, pp. 181-182).

The third topic: Financial and technical resources

The following requirements must be provided:

1. The flexibility and efficiency of available buildings in accommodating students under standard modules for each student's need for space in the lecture hall, laboratory, library, and other service facility units.
2. Availability of specialized sources such as books and magazines, including the researchers in the previous chapter.

3. The size of the financial accreditation is commensurate with the comprehensive quality policy. Good funding helps the college perform its basic tasks without faltering and reduces its problems (Alimat: 2004, pp. 181-182).
4. Financial resources: College financial readiness, financial integrity, financial records and regulation, and ongoing financial audit.

The fourth topic: Faculty Members

The quality of the teaching staff member means the possession of skills related to the study materials, student characteristics, learning planning, classroom management, student evaluation, and human relations. To achieve the quality of a faculty member, the following is required:

a. Academic and educational competencies.
b. Continuing scientific research and writing in the field of specialization and the ability to guide and advise students.
c. Diversification in teaching methods and evaluation methods.
d. Participation in administrative work.
e. Participation in community service.
f. Continuing professional and scientific development (Al-Hariri and others 2010, pp. 230, 231).

The Fifth topic: Student Affairs

Students are considered one of the important axes of the basic educational process and one of the components for which the college was established. The quality of education requires that learners reach nationally defined educational levels that can be measured objectively, which are as follows:

a. Selection of students by the college. Experience has shown that colleges that select their students are distinguished over less selective colleges, and the need to take into account students' tendencies to specialize in scientific departments.
b. The ratio of the number of students to the faculty member is 20/1 for the scientific specialization and 40/1 for the humanities.
c. Average cost per student.
d. Services provided by the college to the student: such as health services, internal departments, financial aid, transportation, and guidance.
e. The ratio of students graduating from the college to the total number of those accepted within the regular period and the percentage of those who enrolled in postgraduate studies.
f. The admission of students according to departments and disciplines is linked to the requirements of the country to be planned in a way that ensures the flow of graduates by quantity and quality within a specific time limit and linked to the country's economic and social policies (Mujahid 2006: pp. 51-52).

The sixth topic: Student Services

The educational institution must work on:

1. Identifying the basic needs of students and providing appropriate services and programs to study those needs based on the results of scientific investigations.
2. The booklets provide a guideline for the student services provided, provided that they include accurate information regarding (the educational institution, thesis, study programs and their types, courses, academic degrees, certificates, names of faculty members, administrators, university council members, admission and registration requirements, tuition fees, rules for awarding academic degrees, academic regulations and all policies that concern the student).
3. A unit is allocated for psychological and educational counseling to help students grow and succeed and prepare professors to practice counseling functions.
4. The institution provides a student development unit (artistic, scientific, cultural, sports, etc.), which leads to refining the university student's personality, raising the level of his academic achievement, and involving him in university and community life (Majeed, and Muhammad: p. 19).
5. Providing safe and comfortable housing for students in university cities.
6. Special and convenient places for students in different departments and colleges.
7. Providing a fund for loans and financial and in-kind assistance to needy students.
8. It periodically surveys students' opinions regarding the institution's complementary services (sports activities, boarding houses, restaurants, parking, etc.).
9. Providing the necessary services to help students interact with their colleagues and the academic environment.
10. Services are provided to support students with special needs and help them engage and interact with academic life.
11. Providing material and moral incentives for outstanding students.

The tools required are:
1. Examples of some scientific studies to identify students' needs.
2. The institution's guidelines.
3. Tasks and duties of the Psychological and Educational Counseling Unit.
4. Tasks and duties of student services units and developing their creativity.
5. Student sanctions regulations

The seventh topic: Academic Programs
This includes academic vocabulary and books, and to achieve the quality of the curriculum: the following requirements must be met:
1. Study plans: They explain the number of school hours, the number of school hours, the existence of declared objectives for specialization, the identification of learning outputs for the school plan, the distribution of the course's vocabulary over the months of the year, the means of evaluation, and the supporting and essential sources of for the course.

2. Faculty members and supporting staff: Providing at least one faculty member for each of the basic areas of specialization, taking into account the ratio of students to faculty members (20), as well as the case for laboratory supervisors and technicians.

3. Books, periodicals, and dictionaries: At least five different titles must be provided for each subject of the knowledge plan, and ten periodicals, both paper and electronic, must be provided in the field of the department and five periodicals in the field of each specialty included in the department, and a sufficient number of dictionaries, encyclopedias, and references necessary for the specialization must be available.

4. Laboratories, workshops, and private facilities: Laboratories must be provided with good space, each laboratory can accommodate (20) students per class, with the availability of computers at a rate of one for every five students, with the availability of two printers, a CD burner, a display device (DataShow), an Internet line, and the necessity of continuing to modernize the equipment, so that the time for one laboratory does not exceed two years, and the age of specialized equipment does not exceed five years.

5. Educational equipment, tools, and aids: Providing the modern software necessary for specialization with technical support and the necessity of providing modern computers with their accessories to all faculty members with the Internet.

b. Teaching methods

To achieve quality teaching methods, there must be:
- It varies between cooperative, individual, and group teaching.
- It takes into account individual differences among students.
- Encouraging students to research, read, and go to the library.
- It makes the student think scientifically, critically, and creatively through logical organization and problem-solving.
- Focuses on the use of learning and teaching techniques (Al-Fatlawi: 2008, p. 287).

The eighth topic: scientific research

1. Lack of a policy to market the results of scientific research. Lack of research capabilities (laboratories, raw materials, devices, methods, references, modern books, samples).
2. Weak benefit from research output in addressing societal problems.
3. Weak faculty participation with international and local research centers.
4. The university's lack of encouragement for faculty members to attend Arab and international scientific conferences.
5. Lack of financial allocations to involve faculty members in conferences.
6. The weak scientific research activity of teaching staff.
7. Scarcity of faculty members' attendance in scientific discussions and seminars.
8. The reluctance of some teaching members to participate in scientific activities related to scientific research.
9. The lack of a documented plan for scientific research at the university.
10. Lack of standards for evaluating scientific research.

11. The university's lack of interest in organizing scientific conferences.

The ninth topic: educational community service

Service orientation: The educational quality standard, regardless of its nature, is provided to students, by which we mean educational actions (teaching, learning, and evaluation processes), educational climate (policies, laws, relationships, models, and expectations), and educational content (knowledge, skills, and values). Therefore, it has become obligatory for universities and their faculties to respond to contemporary societal trends. The college of the twenty-first century must work to prepare its students for the real world that emphasizes the continuous change of business (Majeed, and Muhammad: p. 119). Some requirements must be met to suit the needs of the community in which you work, which are:

1. These objectives are suitable for academic accreditation.
2. It has a Board of Trustees that acts as an independent tool for formulating public policies, and its members include representatives of public interests and leaders of educational institutions.
3. It has a dean or CEO who is responsible for the educational institution and has a sufficient number of employees and administrators to manage the affairs of the institution.
4. Admission policies are determined to suit the stated objectives, and according to each specialization and the level of certificates it awards to students.
5. The evaluation curricula and methods used for academic accreditation must be modern.
6. Some possibilities confirm that the goals of academic accreditation can be achieved.
7. The evaluation criteria are known and approved by those concerned with accreditation.
8. Availability of a sufficient number of experienced teaching staff in the institution.

The tenth topic: Evaluation

It refers to ensuring that students have a deep understanding of the basic concepts and facts in their specialty and that they will possess good practices in their specialty and thus achieve learning for their students by achieving the following:

1. Widening gap between the University's work and society's actual needs, and lack of incentives and social services for the faculty to encourage them to participate in the service of the community.
2. The prevailing impression among individuals in society about the university as an academic institution only.
3. Poor utilization of university facilities in productive activities directed at community service.
4. There are some restrictions facing teaching members when they conduct constructive criticism of the prevailing conditions in society.
5. Low levels of community satisfaction with the University's services.
6. Several burdens are placed on the faculty member, which prevents effective participation in community service.

7. Weak interest among local community members in benefiting from available university services.
8. The failure of departments in university colleges to build professional academic partnerships with community institutions.
9. Several burdens are placed on the faculty member, which prevents effective participation in community service.
10. The failure of departments in university colleges to build professional academic partnerships with community institutions.
11. The failure of departments in university colleges to build professional academic partnerships with community institutions.
12. The colleges have no plans to participate in community service.
13. Non-participation of society in its religious, economic, social, media, and cultural bodies in the preparation of educational programs.

The eleventh topic:

University ethics, the institution's dealings with external institutions, dealing with students, application of laws, the integrity of administrative staff, integrity in admission and employment, and that the institution establishes rules for ethical practices and responsible behavior among faculty members, other employees, students, and all committees and organizations, commitment to high levels of behavioral and ethical practices, and avoiding plagiarism when conducting and publishing research, also, in the field of teaching, evaluation, and performance evaluation, and when carrying out administrative and service activities and establishing a charter for ethics for a faculty member (the Ethical Charter for a Faculty Member), its principles are derived from:

1. The highest values and principles are established in heavenly laws.
2. Sublime and upright morals are seen by the sound mind and approved by sound consciences.
3. Laws, regulations, and decisions regulating university work and intellectual property.
4. Developing the faculty member's knowledge and awareness of the ethics and morals of his profession.
5. Positively, stemming from his conscience and conscience, not the fear of being punished.
6. To adhere to the principles and ethics of scientific research.
7. Commitment to the appropriate appearance of the faculty member.
8. Instilling virtuous principles, values, and good morals in the hearts of students through words, deeds, and behavior.
9. Refrain from accepting personal gifts from students, with or without cause.
10. Developing the value of voluntary commitment to university laws and regulations by every faculty member.
11. Performing scientific and practical tasks with precision, honesty, and sincerity. (Al-Dulaimi: 2012, p. 43).

4- What are the obstacles to applying quality and accreditation standards indicators in the College of Education?

We are trying to answer the research question and clarify the most prominent obstacles facing colleges of education in applying indicators of comprehensive quality and reliability, according to the following axes:

First: the College's goals, mission, and vision for scientific and academic specializations

The weakness of the organizational culture of the members of the educational institution and the prevailing culture of quality in educational institutions that are consistent with the requirements of applying standards and indicators of quality and accreditation are among the most prominent obstacles, represented by the weakness of understanding of the goals of the college, its mission, and the teaching and research work by faculty members, administrators, technicians, and sometimes the administrative leadership of department heads. Providing an appropriate climate in which an organizational culture based on understanding and human relations prevails, a weak level of awareness and loyalty towards the university and its departments of beneficiaries and workers, and a lack of teamwork. This increases the interconnection and integration between all employees, especially those that are consistent with the requirements of applying the quality management approach at the level of organizational cultural dimensions (leadership, structures and systems, continuous improvement and creativity), centralization in decision-making, weakness of trained and qualified personnel in the field of quality management, inadequacy of the quality of educational service provided to students and the level of quality of service that is consistent with their desires and expectations. Lack of connection among university colleges and labor market sectors and weak response to change, whether from employees or departments. The weak conviction of some academic leaders in the application of total quality management, the ambiguity of policies and strategies for implementing total quality management, and also the lack of acceptance of change, whether on the part of management or employees, because the quality improvement program requires a complete change in the culture and methods of work in the institution (Al-Tawtari, 2009, p. 50).

Second: leadership and administrative organization

The most prominent obstacles are weak administrative and bureaucratic leadership and the imposition of decision-making authority and control by senior leadership, weak cooperation of departments and administrative units due to the weakness of spreading organizational culture and the appropriate organizational climate for comprehensive quality management, lack of attention to individual capabilities, encouraging them, and rewarding employees, as well as the presence of nepotism, red tape, administrative corruption, and the failure to provide a cooperative administrative and educational climate to develop competition. Besides, the lack of complete conviction from senior management and a full understanding and commitment to quality principles, standards, and indicators. Also, lack of appropriate continuous training for all employees in these institutions, lack of coordination among departments, sections, and colleges,

and activating communications in all directions and for all administrative levels and employees. Moreover, not providing an accurate and effective information system to manage the total quality system. Also, lack of interest in continuous training the failure to provide conscious democratic leadership, the elimination of barriers in communications, and the failure to clarify laws and regulations. (Esfa: 2000, p. 27).

Third: financial and technical resources

One of the most prominent obstacles facing this axis is the lack of financial and technical resources due to poor utilization of university facilities in productive activities directed at community service and the inadequacy of departments in colleges of education in building professional academic partnerships with community institutions. Also, the deficiency in finding available alternatives is a result of the significant expansion in accepting the number of students at the expense of the qualitative aspect. This requires saving large financial expenses in buildings and public facilities and providing services in addition to providing salaries for teachers, technicians, and administrators, with a lack of development of the technical skills and capabilities necessary to develop the educational process and provide outputs consistent with quality and reliability standards. The necessity of transforming the university from a consumer institution into a productive institution in accordance with quality standards and indicators to achieve balance in its functions of teaching, scientific research, and community service, and linking it to the labor market, its requirements and needs, and the needs of learners. Also, practicing productive activities appropriate to the educational process, and following up on production problems at work. This brings them additional financial resources, reduces their dependence on external funding, and at the same time helps develop the inclinations and abilities of learners according to the conditions of quality and reliability that must be available in colleges of education. There must be flexibility and freedom in the systems, regulations, and laws that encourage the development of productive capabilities, provide the advanced technical base of advanced technology, techniques, and means of communication, rely on traditional methods of application, not use modern methods of measurement, and lack qualified and trained personnel to apply quality indicators (Ibrahim: 2007, p. 168).

Fourth: Faculty members

This important axis highlights the obstacle of overburdening faculty members by teaching large numbers of students and supervising them, while there are many tasks and duties related to the teaching and follow-up process. There are other obstacles, such as the weakness of professional, scientific, specialized, and educational preparation and the lack of specialized scientific resources in university libraries, the complexity of academic promotion transactions is a result of routine, bureaucracy, and the lack of participation of teachers in specialized scientific conferences and seminars to develop their scientific knowledge for the necessary needs of faculty members, including scientific, teaching, educational and cognitive skills, and to diversify sources of knowledge by providing possible facilities to develop their abilities. Also, the lack of

empowerment and training of faculty members on modern teaching methods and methods in accordance with quality standards and indicators, and the failure to adopt an administrative mechanism in accordance with the controls and conditions of the appropriate time for teaching promotions. The study (Al-Mudrad: 2019, pp. 266-286) showed that one of the most prominent difficulties guiding members is the lack of specialists in designing educational resources, and the lack of scientific specialists available to assist in the process of communication and continuous follow-up when using open learning resources, in addition to the pressures of academic work or administrative assignment.

Fifth: Student affairs

There are obstacles facing colleges of education, the most prominent of which is accepting large numbers of students regardless of their interest in the department they intend to enter. Rather, according to the central distribution among the college departments in the various specializations, a large section has weak grades, which represents a great burden on the teachers and reduces their academic motivation. Their numbers are often large, with (40) students per professor causing extreme fatigue and exhaustion for the teacher, especially if he has more than one classroom and teaches more than one subject. Also, the weakness of the technical services required for teaching is a factor of attraction and excitement for the study. In addition, the problems suffered by the students themselves and the lack of solutions from the college administration lead to poor quality and productivity, high student costs for the college, and the lack of a job market for graduates. Also, problems such as frequent absences, cheating, and failure, low motivation for education and knowledge, the inability of Arab universities to absorb the increasing numbers of students, and an imbalance between the quantitative growth in the number of students enrolled in universities, and the quality of university education (Maddoukh: 2118, p. 32).

Sixth: Student services

There are several obstacles facing colleges of education, and because of the large numbers of students accepted there, there is a weakness in providing the necessary capabilities to their students and providing appropriate services and programs to study those needs according to their needs. There is also a weakness in the role of the appropriate educational and guidance process, creating an educational and psychological culture for students, and providing adequate solutions to their problems. Moreover, the weakness of the student services provided, provided that they include accurate information regarding (the educational institution, the mission, study programs and their types, courses, academic degrees, certificates, names of faculty members, and the lack of student affiliation to the Student Development Unit (artistic, scientific, cultural, sports), and the lack of comfortable housing, health services, and comfortable spaces in departments, and other problems due to the inability to fulfill important activities, such as Musical and sporting activities and the lack of interest in them, due to their great importance in developing and cultivating multiple talents, the weakness of health awareness and psychological guidance for students, and the lack of qualified competencies for this. Deficiencies in the curriculum and its inability to meet the renewed

needs of individuals and the world, and the inability of these curricula to train students in important life skills, such as teamwork, problem-solving skills, and the ability to express oneself confidently and without fear or shame. In addition, these curricula are far removed from the requirements of life and have no connection to reality. There is a lack of practical applications that are concerned with developing the student's skills. Most of the lessons take place within the school classroom and most of them are based on indoctrination and memorization, rather than application and practice. Weak motivation and motivation in the student for education and his love for education, increase the number of students in the school class beyond the permissible limit. Weak private sector participation in meeting school needs and providing various assistance (Al-Sa'u: 2016, p. 1).

The Seventh topic: Academic Programs

It is considered one of the most important areas in which we find many large obstacles and problems that are chronic in colleges of education and institutions of higher education, which is the weakness of academic programs in their content, methods, and evaluation tools are outdated and lack keeping pace with the technology and developments of the times and advanced knowledge, especially in the field of humanities specializations, despite the many seminars and conferences that were held and came out with important and qualitative recommendations regarding the development and renewal of study plans and the setting of pedagogical and educational goals commensurate with developing the learner's abilities and determining the learning outcomes, means of evaluation, and supporting and basic sources for the course. Providing at least one faculty member for each of the basic areas of specialization, and the obstacles can be summarized in this area.

1. The problem with the curriculum book is the abundance of educational material compared to the hours allocated.
2. Problems in the field of students are students' tendency towards memorizing the material instead of understanding and assimilating it.
3. Problems in the field of teaching methods are: Not summarizing the main points of the lesson on the board.
4. Problems in the field of educational technologies and methods.
5. Lack of availability of basic sources and references for the study material.
6. Lack of availability of laboratories, workshops, and special facilities necessary for the effective and successful educational process.
7. Limited availability of educational equipment, tools and means such as the provision of modern software necessary for specialization with technical support and the need to provide modern computers with accessories for all faculty members with the Internet.

It has been shown, through some field studies to evaluate teaching performance that it ranges between average and acceptable. (Al-Shawk and Al-Ajil: 2010, p. 27)

Eighth: Scientific research

One of the issues most affected by comprehensive quality standards is their importance in evaluating scientific research presented by faculty members. The obstacle is the lack of a policy for marketing the results of scientific research the lack of research capabilities (laboratories, raw materials, equipment, methods, references, modern books, samples), and the preoccupation and completion of multiple tasks and assignments for faculty members to teach at the expense of scientific research and the lack of material and moral return for a faculty member to complete research, the lack of benefit from research in addressing societal problems, especially in the humanitarian fields, the lack of provision of the necessary facilities to conduct scientific research and the adoption of a reliable and accredited oversight system to evaluate and achieve university performance, and the weak desire of faculty members to engage in discussions and scientific dialogue in seminars. Among the obstacles that have emerged in recent years are the high cost of publishing scientific research by international publishing institutions, and the lack of ambition of colleges, including colleges of education, to activate productive scientific research that provides financial returns for the benefit of the college and the researcher. Also, the weak role of teaching staff in translating and benefiting from various and advanced foreign knowledge, and the university's lack of encouragement for teachers in writing methodological books and providing assistance. Several studies have shown that there are many obstacles to scientific research, including those related to working conditions, management, material and moral factors, weak professional growth, publishing, and distribution, in addition to equipment and facilities. Studies have also shown that administrative obstacles are the most severe for teachers in the field of scientific research. (Al-Shirmani: 2008, p. 23).

Ninth: educational community service

Linking the university's goals and academic outputs to the labor market and community service and providing the necessary services of information, knowledge, experience, skills, and values according to the social environments and the nature of the problems and available needs. Therefore, it has become obligatory for universities and their faculties to respond to contemporary societal trends. The centralization of the administrative decision is one of the most important factors that disperse energies and funds, in addition to the lack of collective work and institutional work and the spirit of a cooperative team, because the Iraqi academic is characterized by individualism in work, especially in scientific research, the impact of individual work negatively impact on the knowledge production of universities and prevents them from obtaining satisfactory levels in international university standards. Universities are experiencing chronic stagnation and weakness in meeting the needs of the economy, society, and development. to address this, universities began to adopt a wrong policy regarding the university's function. Instead of focusing on its basic function of disseminating and producing knowledge and its relationship to the labor market, and developing this relationship, it has focused on increasing the establishment of universities, the weak relationship between educational organizations and the local community, the weak participation processes in implementing decisions, and the lack of harmonization and

balance between the outcomes of university education and the needs of national development plans. (Maddoukh: 2118, p. 32).

Tenth: evaluation

One of the major obstacles that exist in educational policy is evaluation, its forms, and its role in judging the educational competence acquired by both the teacher and the student and ensuring the quantitative and qualitative performance of the learner during his stage and level of study and the extent to which they possess the necessary concepts, knowledge, skills, and experience that qualify them in the areas of the labor market. The learner was able to pass theoretical and practical tests according to his field of specialization during his studies. The evaluation process, whether from the teacher, the learner, or those responsible for the administrative process, faces several obstacles to the sound evaluation process, including the widening gap between what the university provides and the actual needs of the community and the lack of incentives and social services for the teaching staff that encourage them to participate in community service. The lack of measurement and evaluation tools, especially in the humanities disciplines rely on memorization and indoctrination. Rather, they still cling to traditional methods of teaching and the lack of diversity of corrective methods based on participation and interaction with community institutions. Khattab's study (2006) indicated that the most prominent problems facing the evaluation of student learning in higher education curricula are the lack of a system for evaluating the student's performance and obtaining specific facts and data that would help in analyzing and understanding his performance and assessing his academic competence. Therefore, the study recommended developing an evaluation model based on the daily or weekly evaluation of students' performance to clarify the effort they make throughout the semester. In addition to the above, the study by Al-Dahshan (2009) pointed to a group of criticisms directed at the traditional assessment of student learning in current higher education curricula, the most prominent of which is that it presents a narrow and quick picture of students' learning. It does not show what students can do in practical life, provides information about students' progress in the form of grades, and is limited to comparing the student with other students. This evaluation also lacks accuracy and objectivity and generally focuses on measuring students' ability to remember and retrieve information. It rarely cares about measuring the skill and emotional aspects, and the higher levels of learning such as thinking, analysis, evaluation, and problem-solving, which hinders the development of the educational process and the improvement of its quality. (Al-Dahshan: 2009, p. 92).

Eleventh: University ethics

This axis faces several obstacles in colleges of education that aim to prepare students educationally, professionally, and psychologically, sound and effective in society, especially in achieving standards and indicators of quality and reliability because this axis includes a system of moral and ethical human behaviors that require a social and educational environment that has a standard ethical and value system in the university environment, and the graduate student must acquire this system in his personality to be a role model for his students. All the behavior he is

exposed to, whether negative or positive, will leave an impact on his personality on the part of his teachers and those working in his educational institution, including the teaching, administrative, and technical staff and his peers. The student aspires to an ideal image of the university in respecting heavenly values and the highest ideals of man, but what is noted is that there is an educational deficiency in practicing many values and ethics due to factors and influences inside and outside the university and the community surrounding the university, which has begun to be exposed to great moral and ethical challenges, most notably fanaticism, violence, intolerance, weak dialogue, responsibility, and citizenship, lack of respect or acceptance of the different other, cheating, the promise of integrity, corruption, lack of respect for the ethics and values of society, the educational institution, and many of the moral and human values emphasized by different religions, civilizations, and cultures. The educational institution needs to develop moral and behavioral awareness among the teachers, and in recent years we have noticed some kind of moral defect among some. In the past, we did not hear about deviations as has happened in recent years, when newspapers and administrative oversight inform us of issues affecting university ethics. Although this matter does not rise to the level of a phenomenon, it represents a problem or issue that requires research and study into this defect to correct it through evaluating the path of the university teaching profession (Al-Dulaimi: 2008, p. 26).

Conclusion

After presenting the quality indicators and their requirements in the College of Education and diagnosing the obstacles facing their implementation, we conclude the following:

1. There is an integrated relationship between standards and indicators of quality and accreditation, and they are a self-contained philosophy that includes concepts, indicators, standards, levels, and programs prepared for application starting from the evaluation of scientific institutional activity directed toward the advancement and improvement of the level of educational institutions and study programs. It is an effective and influential tool for ensuring the quality of the educational process and its outcomes and development. It is a statement of the expected level set by a responsible or recognized body regarding a degree or goal that is to be achieved and achieves a desired level of quality to set precise and practical standards for academic accreditation in designing teaching curricula and means of improving the material, scientific, social and research conditions of university professors. Research into developing and activating the relationship between universities and community service, as well as developing teaching methods and strengthening their relationship with technology, and research into finding multiple alternatives to generate university revenues must be included in the goals of the academic accreditation philosophy, its institutions, fields, and systems.

2. Officials in the higher education system in Iraq make great efforts to achieve the indicators of the quality system through the formation of committees, bodies, and quality assurance departments in higher education institutions, all faculties of education, but these remain ink on paper if there are no conscious and keen efforts to address the problems and

obstacles that help apply quality and reliability standards and identify and address difficulties, especially in colleges of education, which have a large and important role in preparing and graduating student learners with educational, scientific, professional and cultural competencies and equipped with skills and capabilities that meet the needs of society for services and the needs of an advanced labor market that is open to the advanced developments of the era and its rapid changes.

3. There are major obstacles facing the implementation of quality and accreditation indicators in colleges of education, and they represent a major challenge, leaving a negative impact on the pillars and elements of the educational process. Through reading many Iraqi and Arab studies in this field (which included theoretical and field studies), especially those that dealt with obstacles that meet standards and indicators of quality and reliability in universities, especially the College of Education, and what was confirmed in the educational literature by Iraqi and Arab researchers, thinkers, and interested parties regarding the philosophy, concepts, and programs of quality and reliability and the possibility and level of its application in educational systems for all its axes and programs. It became clear that the obstacles and their areas are similar, represented by the focus of faculty members and the major problems they face to improve the level of their teaching, educational, and guidance performance in light of indicators of comprehensive quality and reliability.

Conclusion

We conclude our research with thanks and praise to God Almighty, who gave us the ability and endurance to complete the research by achieving its goal of revealing the obstacles to applying indicators of comprehensive quality and reliability and the requirements necessary to achieve them. Many obstacles were found and were addressed in a detailed and organized manner to place the results of this research for the attention of specialists, including researchers, educators, department heads, and deans of colleges of education, by developing policies, laws, and practical procedures to address the shortcomings and deficiencies in its application, and giving great importance to implementing the requirements that are indicators of quality and reliability.

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